**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 2.MD.10**  **The Envision Lesson: 16-1** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Do number of the day with students. Use dice to bring up a random number. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction  Review vocabulary for lesson 16-1: bar graph and data  If you could ask any question of your classmates what would you ask?  Generate a list on the board or on chart paper.  Ask students what a graph is?  What does a graph tell us?  What information can we learn from a graph?  Ask the students what is a bar graph?  Ask the students what is data? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Have a predetermined question and answers in a ready made table that the students can record their data in. (ie. What is your favorite unifix cube color? Or How many letters are in your name?) Collect the data with your students and complete the table. Use the information from the table to create a bar graph using unifix cubes.  Ask the students to tell you something about the bar graph that we just completed. Ask them some questions about the bar graph that did not come up. (ie. Which category has the most, least. How many more/less is in one category than an other? What is the total amount of data that we collected?) | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Use the animation and guided practice from the envision math program. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Have the students collect data on a question of their choice. (Have them limit the possible answers to no more than 5 but at least 3.)  Next make a table with the data that they collected.  Have students create a bar graph with the data that they collected.  Share the graph they completed with the class and tell us at least one thing that they learned from their graph. (If done in groups each member of the group should share something.) | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES) | |
| Check the table, bar graph, and presentation for understanding. | |
| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction. | |
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| **HOMEWORK** | |
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